A woman with long dark hair, wearing a red and blue knit beanie and a headlamp, smiles broadly. She is wearing a dark blue jacket with a light-colored collar. The background is a blurred green forest.

# EXPEDITION LEAD GUIDE

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# EXPEDITION LEAD

---

Following on from the evolution of our customer journey into the dare to explore handbook and now with the introduction of the **NORTH FACE AMBASSADOR...**

We now present to you the **Expedition Lead** and supporting principles.

This guide contains all you need to know in supporting you becoming an Expedition Lead.

The main emphasis being placed on, **being in control of the customer journey.**

This role in store will support our North Face Ambassadors in store and compliment our customer journey via The Dare To Explore Handbook.



# EXPEDITION LEAD

## DEFINITION

*“A journey undertaken by a group of people with a particular purpose, especially that of exploration.”*

## DEFINITION

*“The initiative in an action; an example for others to follow”*



# EXPEDITION LEAD

---

EVERY STORE ENVIRONMENT  
IS DIFFERENT, EVERY TEAM  
REQUIRES DIFFERENT SUPPORT  
AT DIFFERENT TIMES AND  
EVERY STORES CUSTOMERS'  
JOURNEY IS UNIQUE.

Like an explorer their environment, journey and support can also differ from one day to the next. An explorer can often choose to equip themselves with a headtorch. The head torch illuminates the terrain ahead, it is also a vital bit of safety kit not least, as it can be a useful way of signalling in an emergency.

We want to equip every store with the right kit, in the form of a shop floor guide. This “kit” can be used as and when the store environment requires its. The shop floor guide will support The North Face ambassadors and Customers by illuminating the terrain ahead.



# EXPEDITION LEAD

---

OUR STORE ENVIRONMENT  
HAS EVOLVED TO WHERE  
WE MUST **MAKE EVERY**  
INTERACTION COUNT:

- Has the **knowledge** to support deliver an authentic The North Face experience
- Being in **control** of the customer journey
- **Energy**, To deliver an experience that only The North Face could provide
- **Coaching** to empower those around them





# YOU WILL NEED TO HAVE THE KNOWLEDGE OF:

THE 4 MAIN PRINCIPLES THE EXPEDITION LEAD MUST BE KNOWLEDGEABLE WITHIN. ARE A MIXTURE OF BOTH BEHAVIOURS AND SKILLS;





# ILLUMINATE

---

## WHEN TO SWITCH ON?

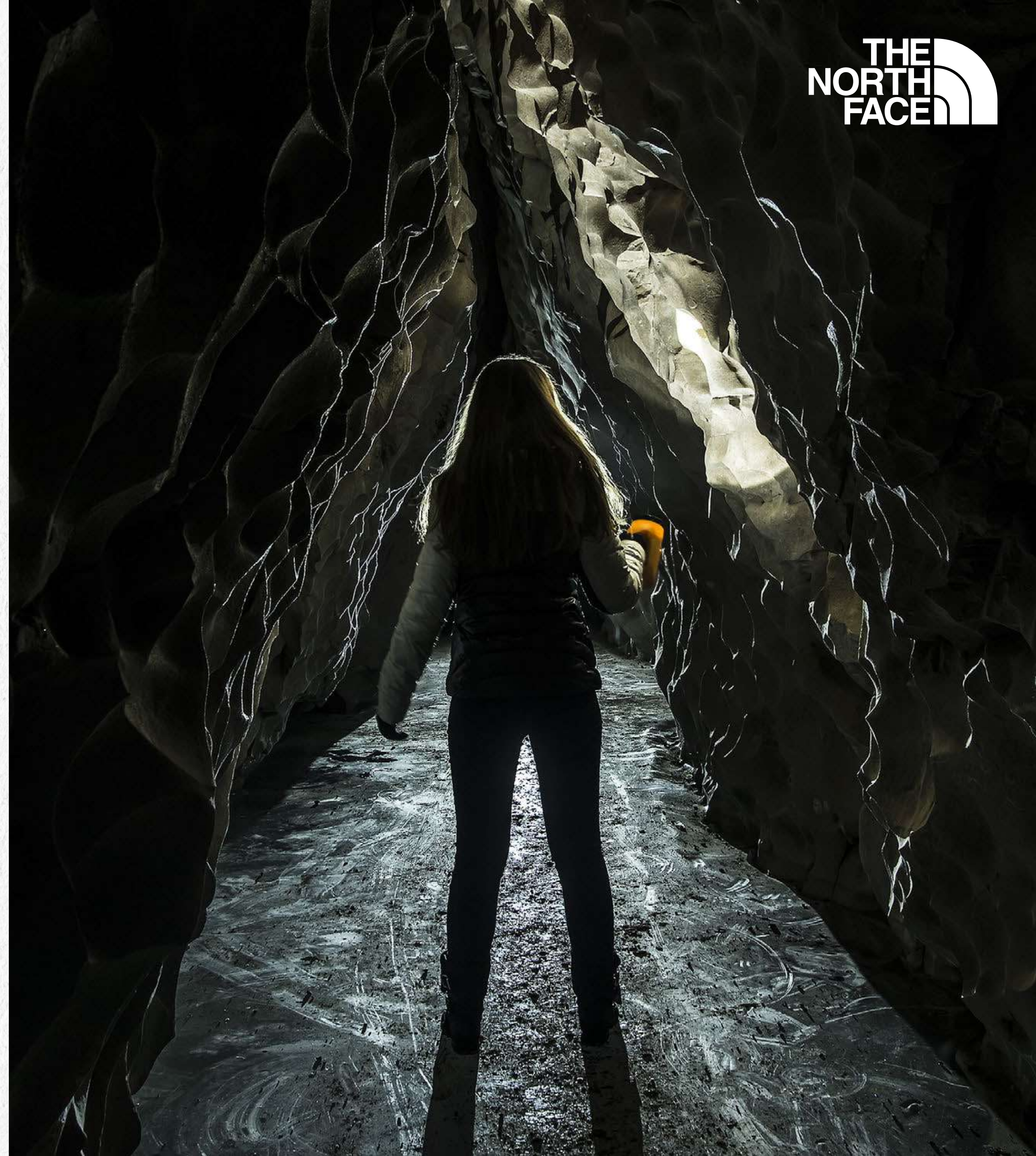
During key trading periods of the store

To support with unexpected footfall increases

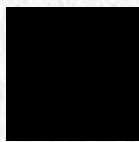
Additional Support to identify customer behaviours

Empower and support The North Face

Ambassadors with the correct knowledge and kit







# OBSERVE

---

## WHAT YOU SHOULD SEE?

Energy, Enthusiasm and passion from The North Face Ambassadors

The North Face Ambassadors supporting each other

Engagement with every customer.  
Make every interaction count

Interactions with of our products and store campaigns

Our Customers having fun and enjoying their journey







# LEAD

---

## WHAT DO YOU DO?

**Control, Coach** and provide **Knowledge** at the right time

Support setting the expectation, leading by example

Be confident. **Motivate and Energise** Recognise & Reward

Provide support for The North Face Ambassadors

Compliment the customer journey





# HOST

---

## WHAT YOU SHOULD HEAR?

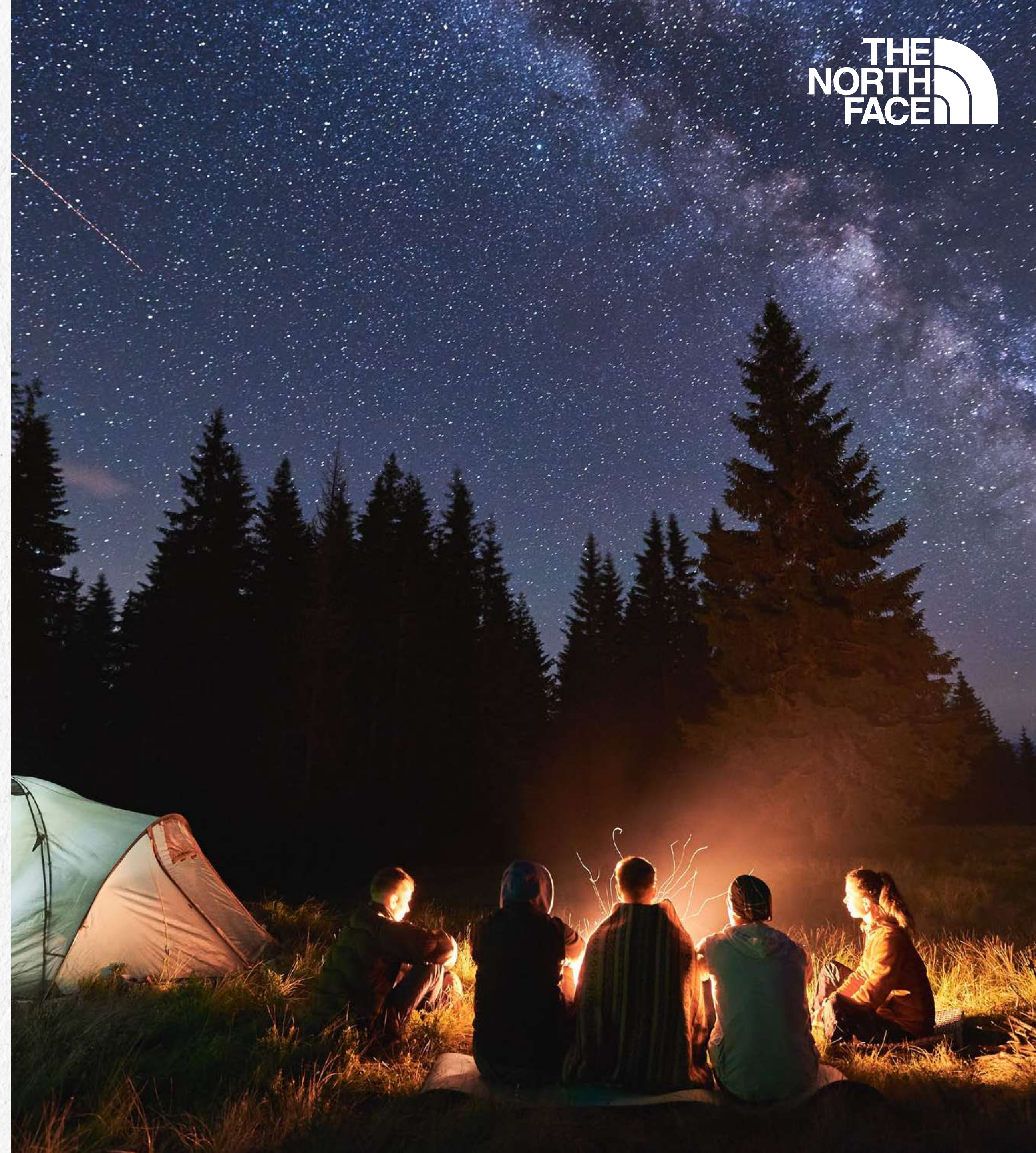
Positive communication between The North Face Ambassadors

Customers being provided with the correct information

Telling stories to excite and make them feel closer to the brand

Asking useful questions identify customer needs

Atmosphere in store to compliment the customer Journey



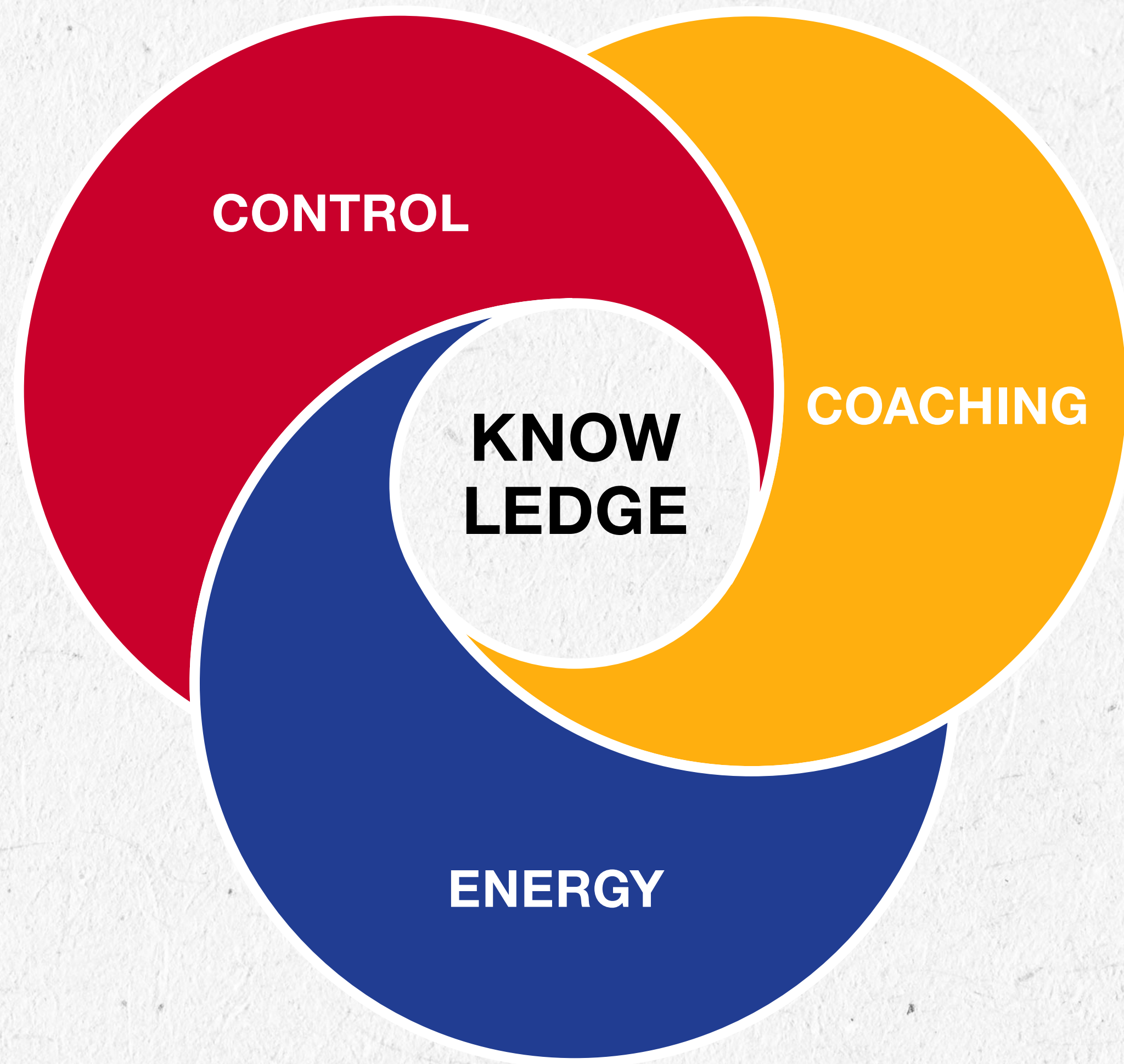


# HOW TO BECOME A GUIDE?

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IN ORDER TO SUPPORT A NORTH  
FACE AMBASSADOR IN STORE  
BECOME A EXPEDITION LEAD  
**THEY MUST BE TRAINED ON  
ALL X4 REQUIREMENTS.**

WE HAVE COVERED THE KNOWLEDGE,  
NOW LETS LOOK AT **THE OTHER  
3 AREAS AND THE TOOLS**  
PERTAINING TO THOSE AREAS





# HOW TO BECOME A GUIDE?

---

WHAT YOU SHOULD SEE?



# TOOLS

---

SITUATIONAL LEADERSHIP

FEEDBACK

POWER POSE

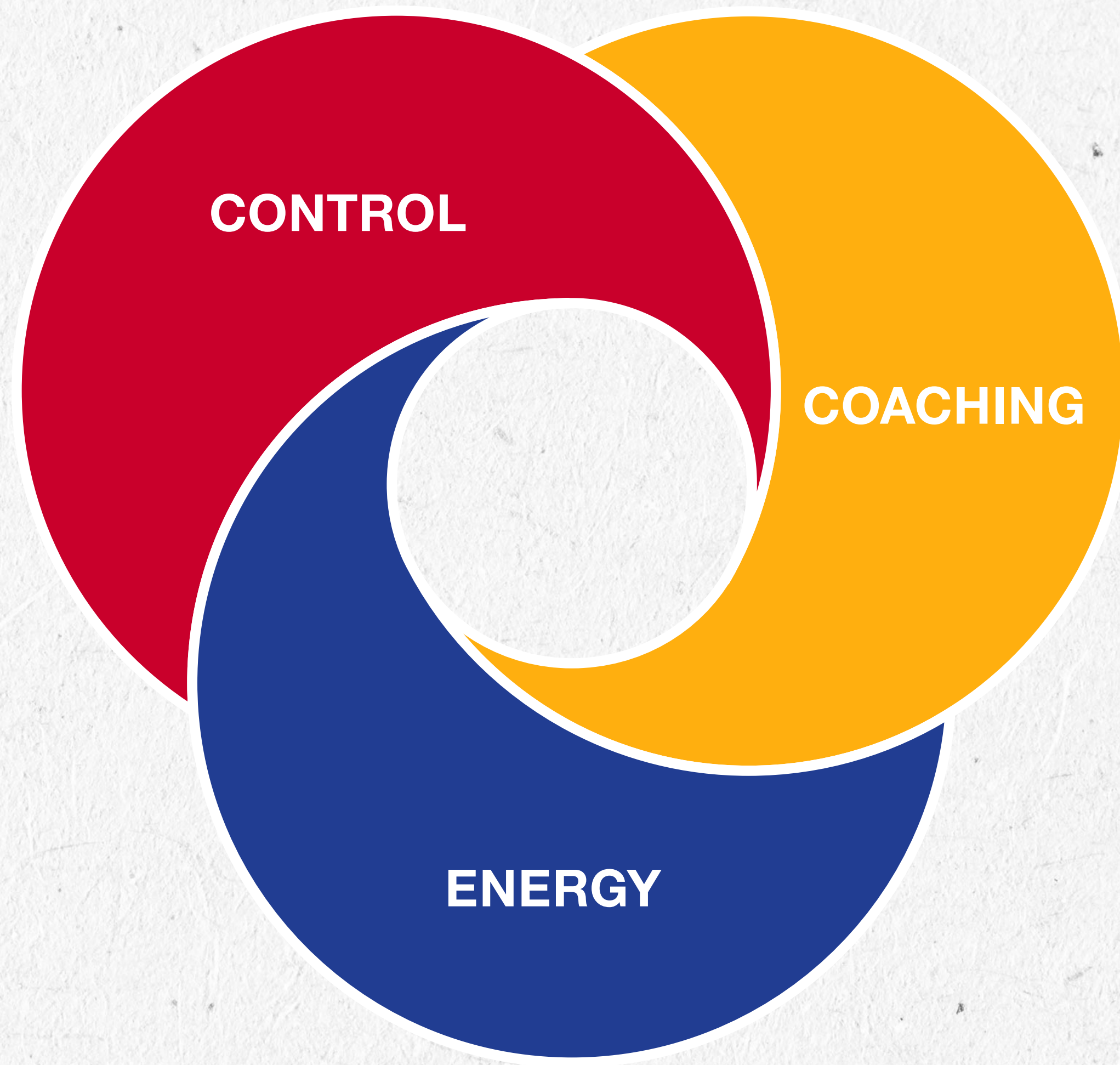
CONFIDENT SPEECH

ACTIVE LISTENING



**ALL THESE ELEMENTS ARE INTERLINKED**

WE CANNOT HAVE **CONTROL** WITHOUT THE **KNOWLEDGE** AND WE CANNOT EXERCISE THAT CONTROL WITHOUT AN ELEMENT OF **COACHING** AND **ENERGY** / CONFIDENCE.





# CONTROL

---



# SITUATIONAL LEADERSHIP

---

EFFECTIVE LEADERS UNDERSTAND THE IMPORTANCE OF USING THE RIGHT  
LEADERSHIP STYLE FOR THE RIGHT PERSON FOR THE SPECIFIC TASK





# SITUATIONAL LEADERSHIP

---



TO UNDERSTAND HOW  
AND WHERE TO EXERT OUR  
CONTROL, WE NEED TO KNOW  
HOW TO EFFECTIVELY MANAGE  
OUR TEAMS. THIS INVOLVES  
SITUATIONAL LEADERSHIP.

Being a leader is not always easy and leadership can be executed in different ways. In 1977 Hersey and Blanchard, developed the model of 'situational leadership', which links leadership styles and situations. They indicate that a number of factors determine the style of leadership, which is influenced by the behavior and personal characteristics of both the leader and their followers.

In short, just like our understanding of the customer behaviours – where we understand the importance of using the right service techniques for the right customer – Effective leaders understand the importance of using the right leadership style for the right person for the specific task.

THERE ARE 4 DIFFERENT TYPES OF LEADERSHIP STYLE - WHICH ONE ARE YOU?





CONTROL

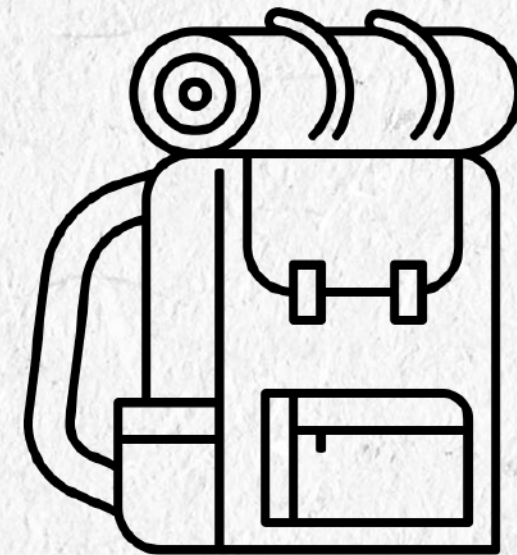
SITUATIONAL LEADERSHIP



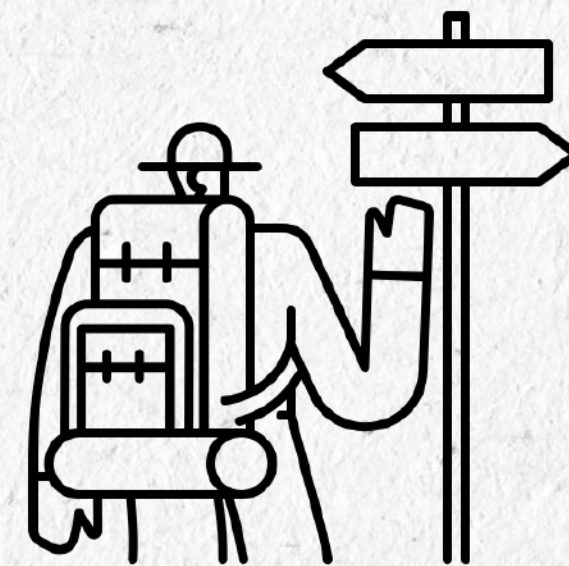
ARE **YOU** THE PERSON WHO... SAYS  
**“WE NEED FRESH AIR! WE’RE ALL GOING ON A WALK !”**



CHOOSES AND PLANS  
THE ROUTE



PACKS THE KIT



GIVES THE DIRECTIONS



LEADS THE WAY

**OR...**





Think about going on a hike...

# ARE **YOU** THE PERSON WHO... SAYS **“WE NEED FRESH AIR! WE’RE ALL GOING ON A WALK !”**

You choose the route, you plan the route.

You pack everything you think your team will need.

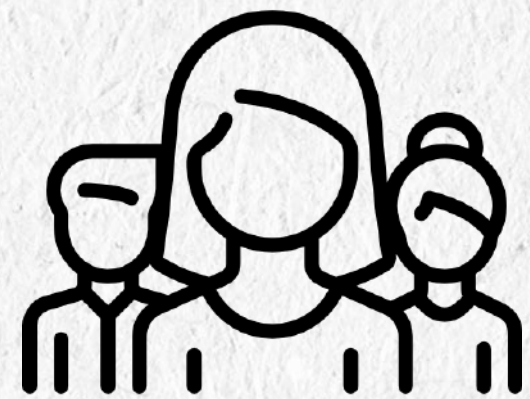
You give the directions and always lead the way.

- TAKE CONTROL
- MAKE THE DECISIONS
- PROVIDE THE SPECIFIC DETAILS – WHO , WHAT, WHERE, WHEN & HOW
- DEFINE THE ACTIONS TO BE TAKEN
- DO MOST OF THE TALKING
- CLOSELY SUPERVISE





ARE **YOU** THE PERSON WHO... SAYS  
**“I THINK WE NEED SOME FRESH AIR, I THINK A WALK MIGHT  
BE A GOOD IDEA. WHERE DO YOU THINK WE COULD GO?”**



DESIGNATE SECTION  
LEADERS



ASKS FOR SUGGESTIONS  
OR WHERE TO GO AND  
THEN PLANS THE ROUTE



SENDS OUT A KIT LIST



LEADS THE WAY BUT  
ASKS SOMEONE ELSE  
TO READ THE COMPASS

**OR...**





OR...

ARE **YOU** THE PERSON WHO... SAYS

**“I THINK WE NEED SOME FRESH AIR, I THINK A WALK MIGHT BE A GOOD IDEA. WHERE DO YOU THINK WE COULD GO?”**

Asks for suggestions on where to go and then plans the route.....

Designates section leaders.....

Sends out a kit list.....

Leads the way but asks someone else to read the compass ....

- EXPLAIN DECISIONS AND ALLOWS AN OPPORTUNITY FOR OTHERS TO SEEK CLARIFICATION
- PROVIDE THE SPECIFIC DETAILS – WHO, WHAT, WHERE, WHEN & HOW
- MAKE THE DECISIONS AND EXPLAIN OTHERS ROLE IN IMPLEMENTATION
- ALLOW FOR 2 WAY COMMUNICATION
- REINFORCE AND RECOGNISE INCREMENTAL IMPROVEMENTS





CONTROL

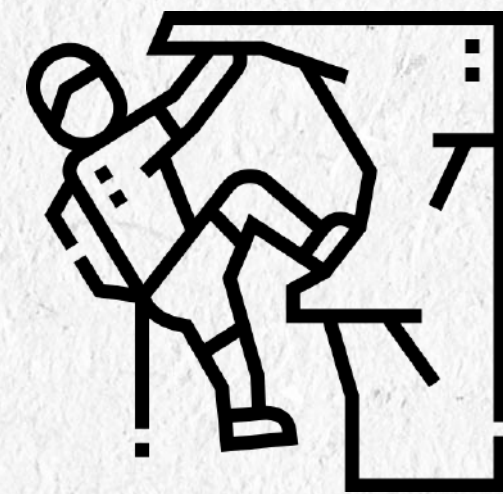
SITUATIONAL LEADERSHIP



ARE **YOU** THE PERSON WHO... SAYS  
**“MAYBE WE NEED SOME FRESH AIR.  
WHAT DO YOU THINK WE COULD DO?”**



HELPS READ THE  
MAP OF SOMEONE  
ELSE'S ROUTE



SUPPORTS RISK TAKING



BRINGS THE FIRST AID KIT



THE BACK MARKER

**OR...**





Think about going on a hike.....

## ARE **YOU** THE PERSON WHO... SAYS **“MAYBE WE NEED SOME FRESH AIR. WHAT DO YOU THINK WE COULD DO?”**

Helps read the map of someone else's route.....

Supports risk taking.....

Brings the First Aid Kit.....(just in case)

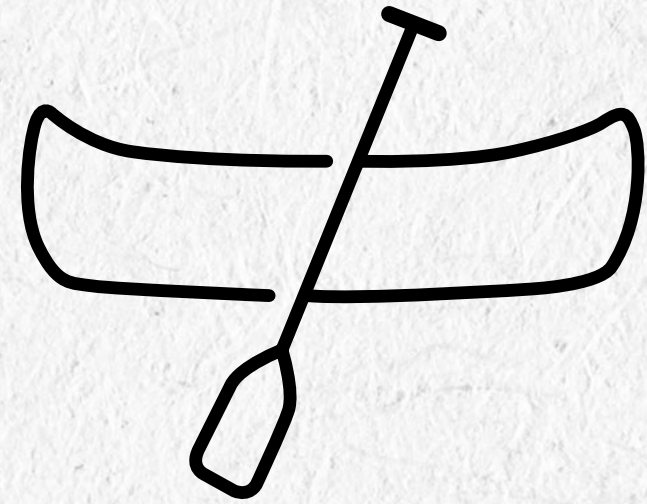
The back marker.....(making sure no-one is left behind)

- ENCOURAGE INPUT
- ACTIVELY LISTEN
- SUPPORT RISK-TAKING
- RECOGNISE INDIVIDUAL'S SKILLS
- PRAISE THE INDIVIDUAL'S EFFORT

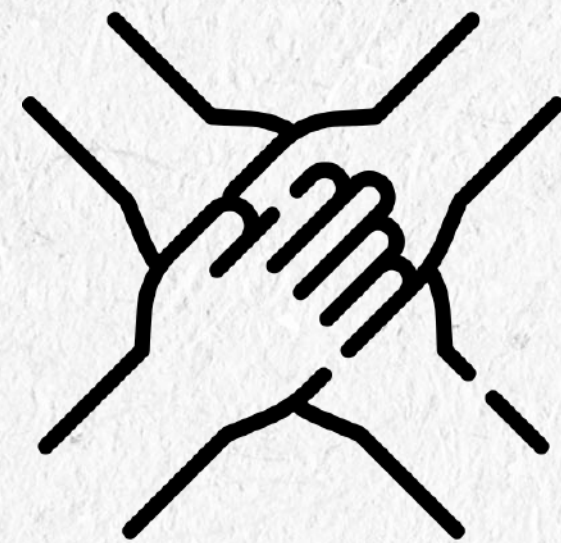




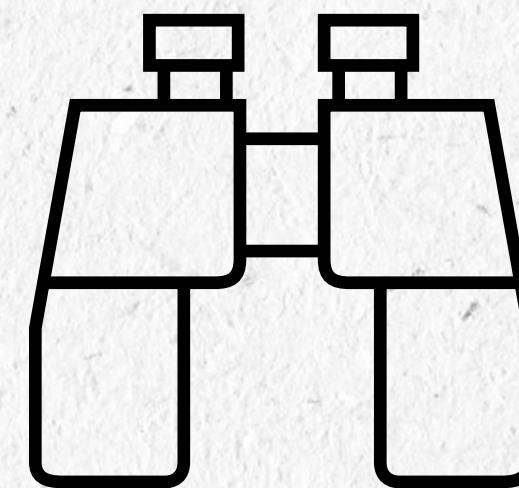
ARE **YOU** THE PERSON WHO... SAYS  
**“SURE, FRESH AIR SOUNDS GREAT.  
I’D LOVE TO TAG ALONG.  
WHAT CAN I BRING?”**



OPEN TO SOMETHING  
DIFFERENT



GETS INVOLVED (IF ASKED)



OBSERVE FROM A DISTANCE



MOTIVATES WITH THE BIG  
PICTURE





OR...

ARE **YOU** THE PERSON WHO... SAYS  
**“SURE FRESH AIR SOUNDS GREAT.  
I’D LOVE TO TAG ALONG. WHAT CAN I BRING?”**

Open to something different...

Gets involved (if asked)...

Observe from a distance...

Motivates with the BIG picture...

- TURN OVER CONTROL

- ALLOW INDIVIDUALS TO MAKE TASK-RELATED DECISIONS

- REINFORCE RESULTS

- REMAIN ACCESSIBLE

-



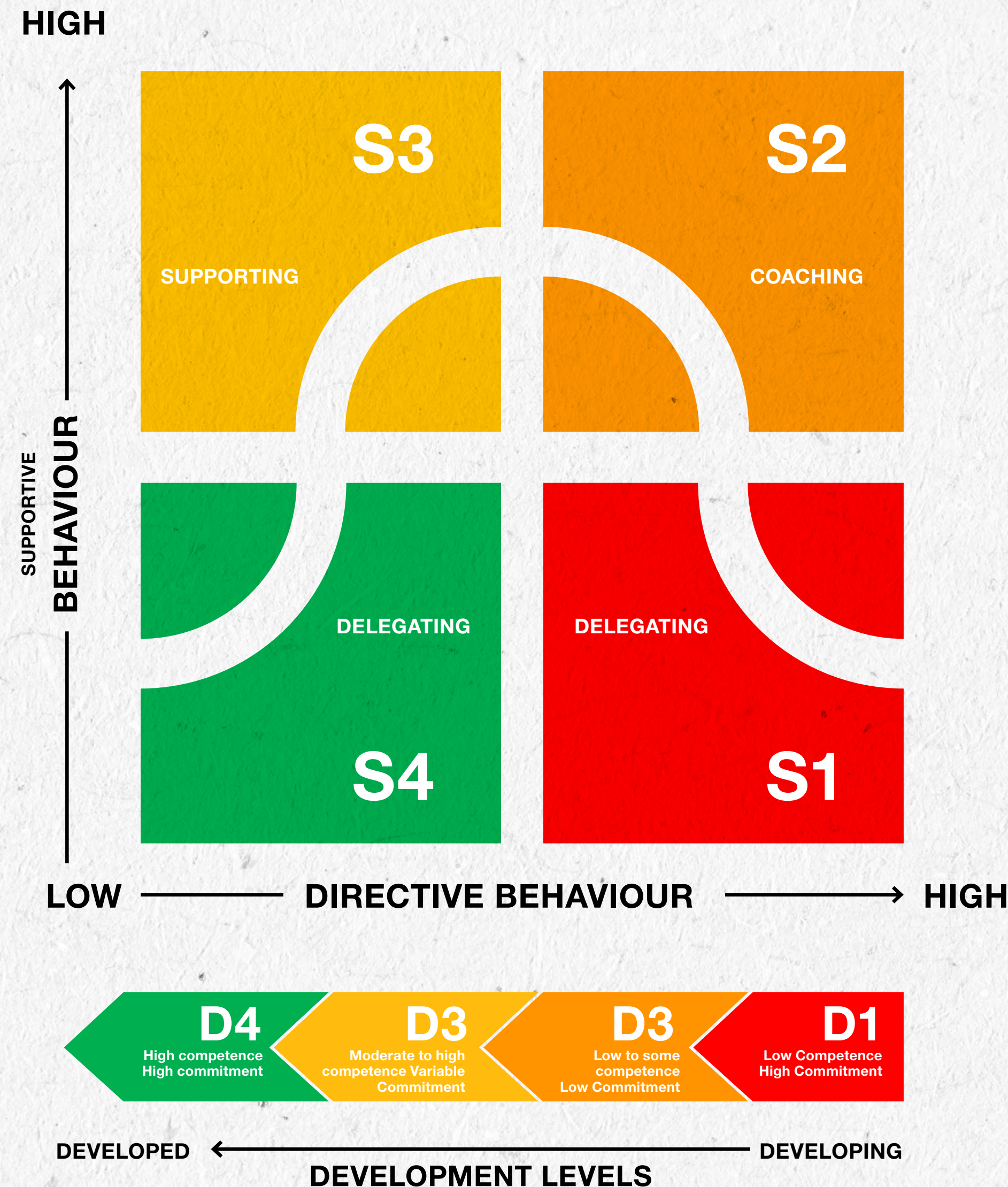


## S3

Supporting Leaders pass day-to-day decisions, such as task allocation and processes, to the follower. The leader facilitates and takes part in decisions, but control is with the follower.

## S4

Delegating Leaders are still involved in decisions and problem solving, but control is with the follower. The follower decides when and how the leader will be involved.



## S2

Coaching Leaders still define roles and tasks, but seek ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way.

## S1

Directing Leaders define the roles and tasks of the 'follower' and supervise them closely. Decisions are made by the leader and announced, so communication is largely one-way.





SO IT'S ALL VERY WELL  
**KNOWING WHAT TYPE  
OF LEADER YOU ARE**  
DOES IT WORK FOR  
EVERYONE??? EVERYTIME?

AS A LEADER, IT'S IMPORTANT  
TO RECOGNISE THAT THERE  
IS NO ONE BEST APPROACH  
OR LEADERSHIP STYLE FOR  
EFFECTIVELY INFLUENCING  
THE BEHAVIOR OF OTHERS;

**THE MOST EFFECTIVE  
LEADERSHIP APPROACH  
IS ENTIRELY DEPENDENT  
ON THE INDIVIDUAL AND  
THE SITUATION.**

***Can you imagine some bumbly “directing”  
leader telling David Goettler how to tie a knot?***

***Although I know he would be gracious -  
I am not sure it would be appreciated!***



And as much as we would all like to  
think of ourselves as empowering,  
supportive and delegating managers....

how about that empowering  
“delegating” manager letting a class of  
school children loose on Half Dome?

Let's face it, it might not end well.





**SELF RELIANT  
ACHIEVER**

**CAPABLE  
BUT CAUTIOUS**

**DISILLUSIONED  
LEARNER**

**ENTHUSIASTIC  
BEGINNER**

A situational leader employs the one of these 4 leadership styles that provides them with the highest probability of success in every situation they encounter. Those “situations” are comprised of the task that needs to be performed, along with the ability and willingness of the follower identified to perform it. Willingness, coupled with ability, has a lot to do with confidence, commitment and motivation to accomplish a specific task of activity. That ability or willingness can be broken down in to 4 parts .





## ENTHUSIASTIC BEGINNER

- Unable, but willing and confident
- Unconsciously Incompetent

You don't know what you don't know

## DISILLUSIONED LEARNER

- Unable, insecure or unwilling
- Consciously Incompetent

You know what you don't know and it's a bit scary

## CAPABLE BUT CAUTIOUS

- Able but insecure or unwilling
- Consciously Competent

You can do what you set out to but need to give it a lot of attention

## SELF RELIANT ACHIEVER

- Able, willing and confident
  - Unconsciously Competent.
- Just comes naturally now

To get the best out of your team, it is important for you as a leader, that you know where they are and what direction or leadership they need from you to get them over the summit or across the river, to get the task done or deliver the best experience to our customers.

Think about your teams.

Where do they sit within these development levels?  
What type of leadership do they need from you?





CONTROL

SITUATIONAL LEADERSHIP

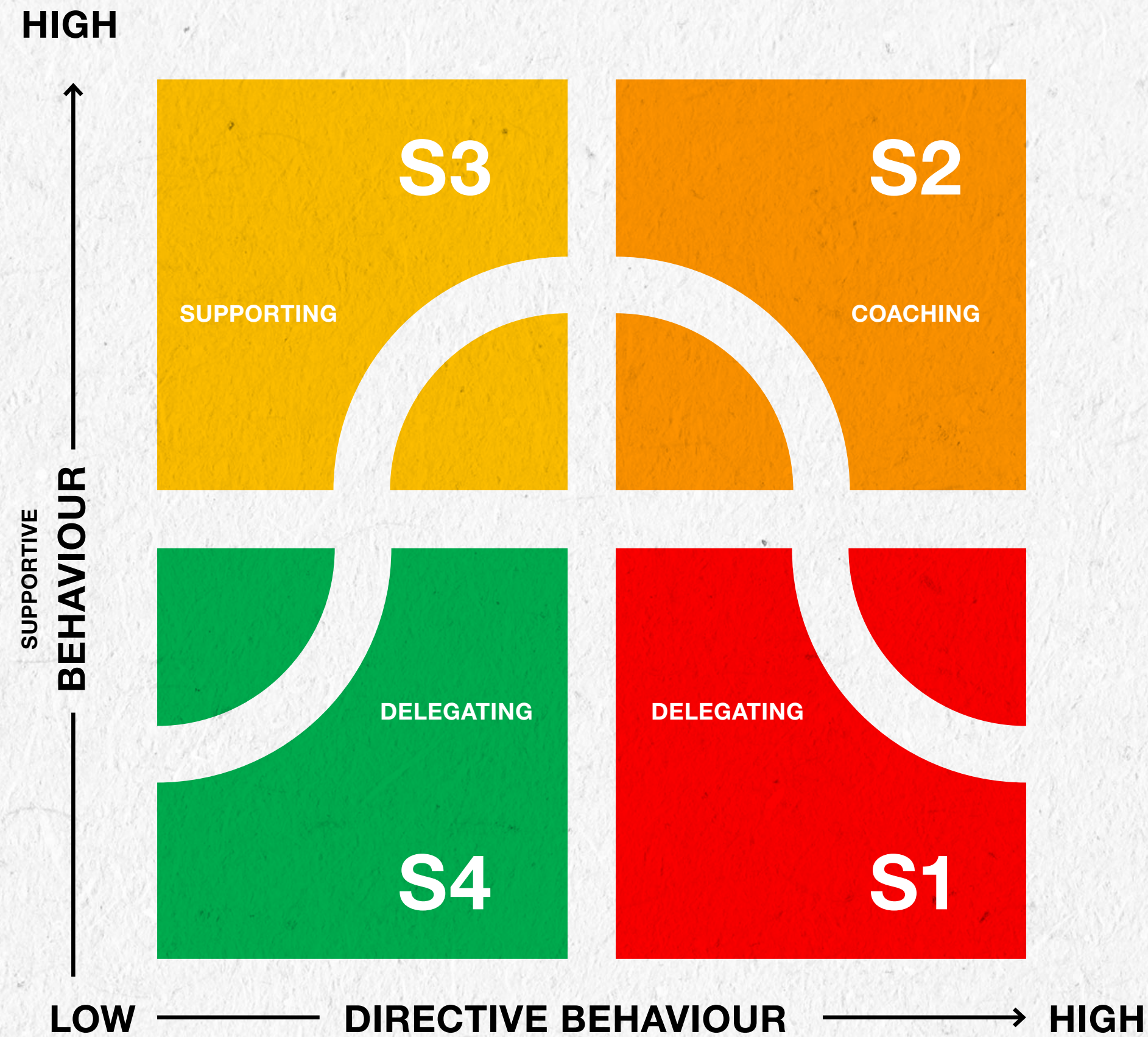


**LOW** DIRECTIVE &  
**HIGH** SUPPORTIVE  
BEHAVIOR

**LOW** DIRECTIVE &  
**LOW** SUPPORTIVE  
BEHAVIOR

**HIGH** DIRECTIVE &  
**HIGH** SUPPORTIVE  
BEHAVIOUR

**HIGH** DIRECTIVE &  
**LOW** SUPPORTIVE  
BEHAVIOR

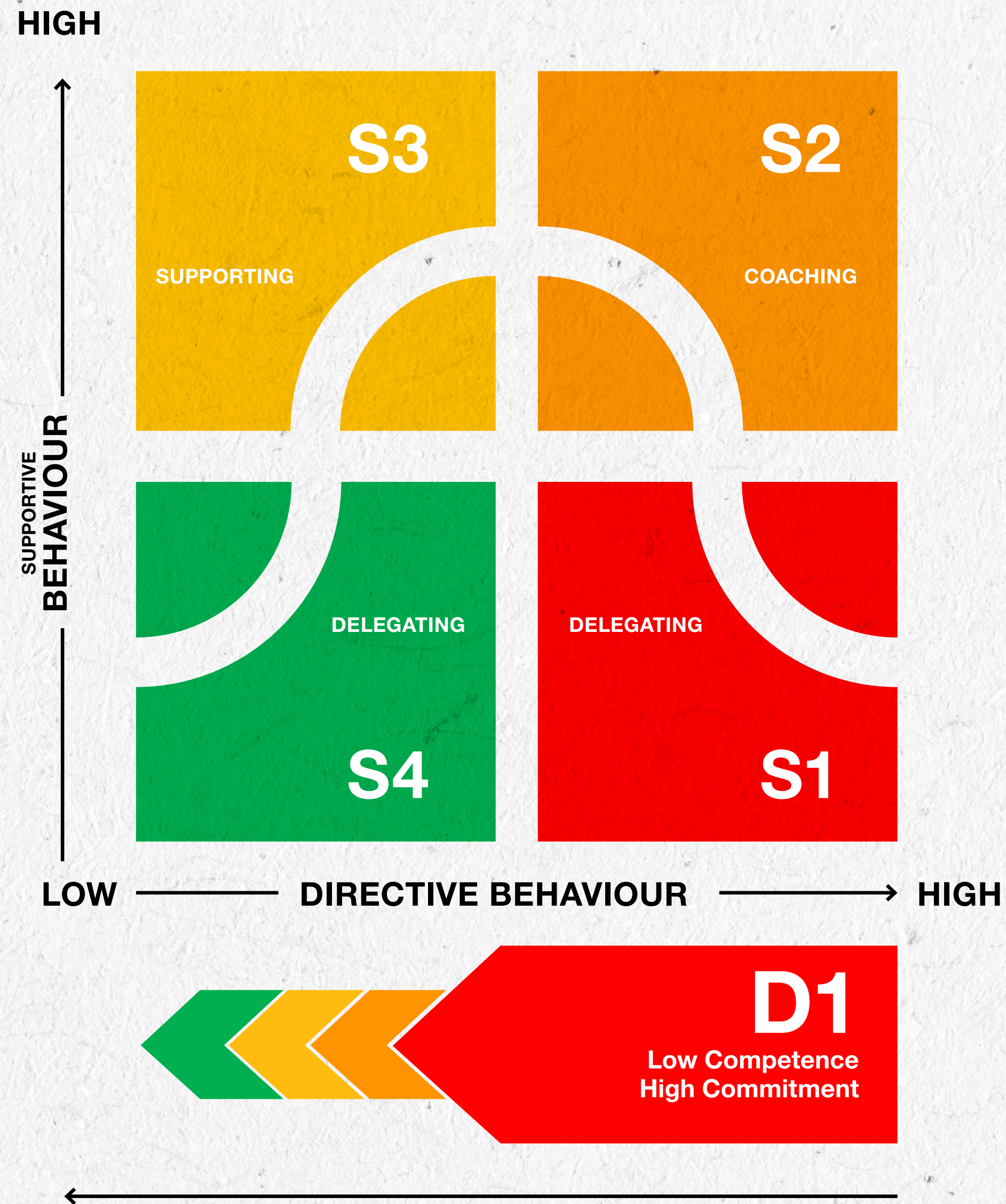






CONTROL

SITUATIONAL LEADERSHIP



*This is my first  
backpacking trip!*

*I am excited  
to be going!*

## STEP 1 OR DEVELOPMENT LEVEL 1

Follower has low competence but high commitment.  
Super excited to be involved but lacks the knowledge and ability.

What type of management do I need?

This style is about defining roles and tasks, close supervision, making decisions, and one-way communication.

The decisions are made by the leader.

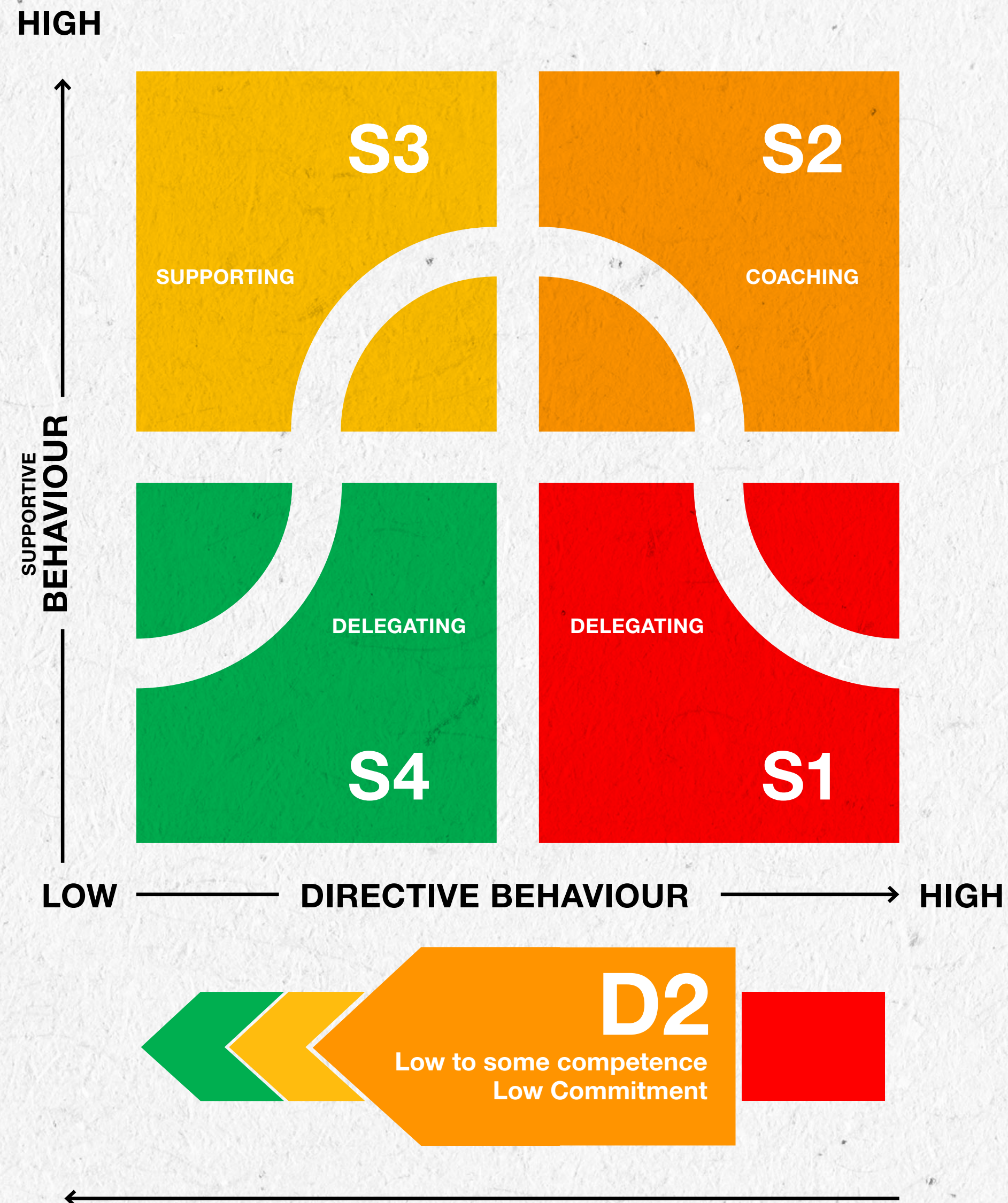
Needs direction and instruction





CONTROL

SITUATIONAL LEADERSHIP



***15 miles on the first day seem to be a lot to do!***

***I've never done a delivery before.***

***It looks really hard, I don't think I can do it.***

## STEP 2 OR DEVELOPMENT LEVEL 2

Follower has low competence and low commitment.  
Lacks the knowledge and ability but also motivation or confidence

Needs some direction and instruction but also engagement.

The leader guides the team member by explaining the why and how, and by listening and giving their undivided attention to the team member.

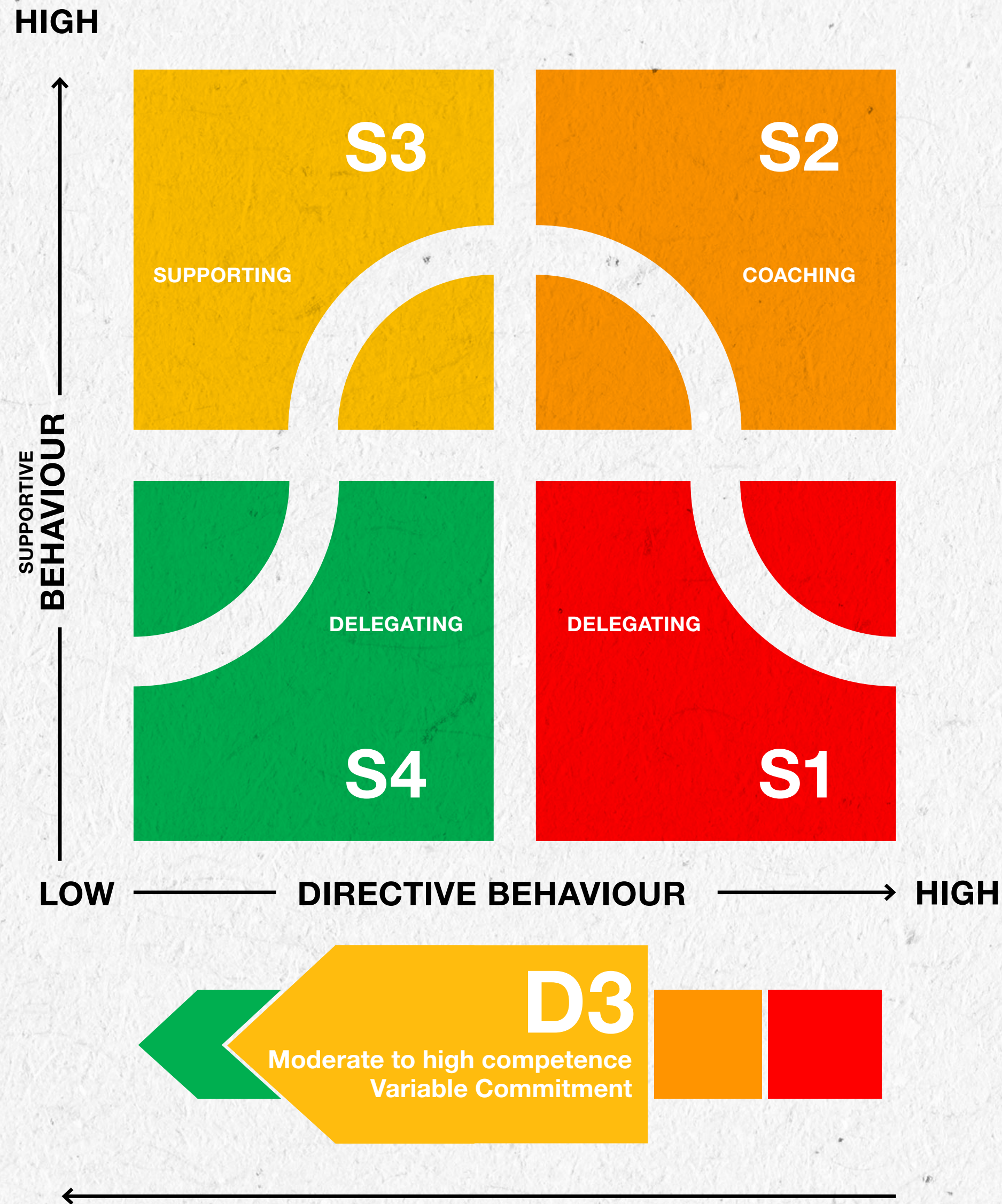
This style is also called 'selling' because the leader has to "sell" the tasks to the team member and convince them that they're able to do it.





CONTROL

SITUATIONAL LEADERSHIP



*I have done several backpacking trips where we did 15-20 miles a day.*

*But I am not sure some of the new campers can do that much on the first day!*

*I think I know how to finish that task but I'm not sure it's the best way.*

*What about if we tried something else?*

### STEP 3 OR DEVELOPMENT LEVEL 3

Follower has moderate to high competence but variable commitment – this could be through lack of support or unknown lack of confidence or knowledge.

Needs reassurance but also some freedom.

This style is suited to team members who have the skills, knowledge and experience to do the task but might be low in self-confidence or overwhelmed by their workload or a particular task, which can make them feel stuck or insecure.

Or perhaps they made a mistake for which they blame themselves, resulting in a loss of confidence and feelings of stagnation.

The team member needs to be encouraged to feel more confident and make decisions independently.

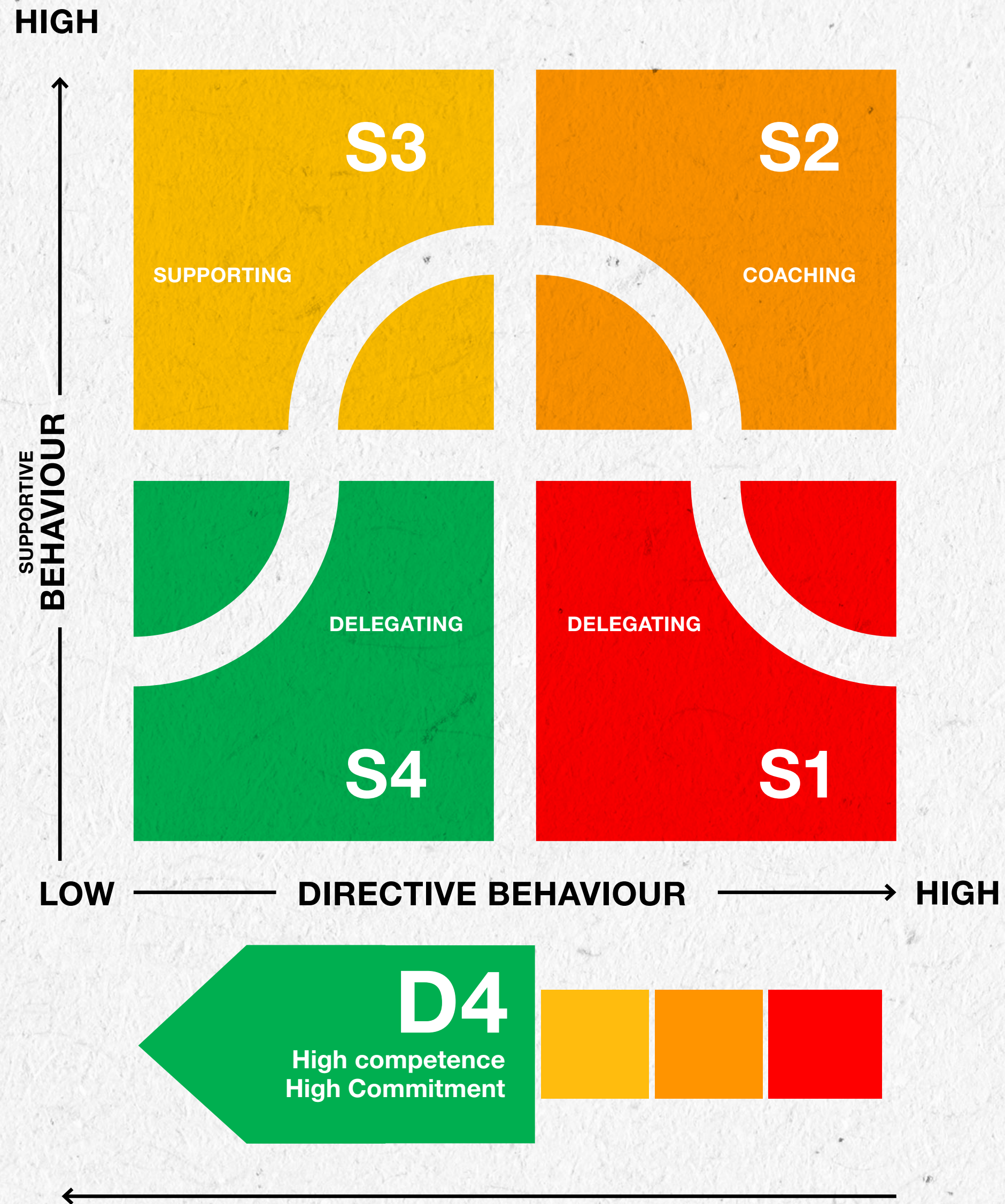
It is important that the leader talks to the team member and supports them in their work by encouraging them to take risks and by trusting their ability.





CONTROL

SITUATIONAL LEADERSHIP



*15 miles is a lot for the first day  
but nothing I can't handle!  
Let's go!*

*Sure, I can show the new starters  
how to complete that task.  
No problem!*

## STEP 4 OR DEVELOPMENT LEVEL 4

Follower has high competence AND high commitment.

Needs responsibility and trust.

At this level, team members can and want to carry out their tasks independently.

They have a high level of task maturity so they need less support.

Team members are proactive about informing the leader of their progress, as well as any problems or high-risk situations they may be facing.

They're motivated because of their independence so the leader doesn't have to with them continuously.

Boosting confidence and letting go are the foundational techniques of delegating, but it is important to remember that experienced, independent, competent team members still need positive feedback about their achievements.



# GET TO KNOW YOUR TEAM

---

KNOW WHEN TO LEAD, KNOW WHEN TO FOLLOW.

*Paul Hersey*







# GET TO KNOW YOUR TEAM

---

The original model of situational leadership did not include specific consideration about the influence of diversity and equality, and how this may influence our perceptions about the learning and development needs of team members.

There is a NEED TO BE MINDFUL OF THE ASSUMPTIONS WE BRING WHEN WE USE THIS MODEL, AND IT IS IMPORTANT THAT WE ARE REFLECTIVE ABOUT ANY ASSUMPTIONS WHICH MAY INCLUDE UNCONSCIOUS BIAS OR STEREOTYPED BELIEFS.

For example, there could be a danger of managers making unconsciously biased assumptions about the degree of maturity of different staff members, like the 'HALO EFFECT' in relation to someone who came with a glowing reference, or someone who has great outdoor experience.

Just because they can climb, doesn't mean they can deliver customer service. Another example might be a manager assuming that because they consider someone to be 'like them', perhaps in relation to class, ethnicity, sexual orientation, age or gender, and appears confident, they may be considered more independent or capable than they really are.

Equally, there may be cultural or other assumptions that team members make about managers. Team members may expect the manager to use a certain type of leadership style, based on their age, experience or similarity to themselves.

IT IS IMPORTANT THAT MANAGERS GET TO KNOW THEIR TEAM MEMBERS AND FORM A SUPERVISOR RELATIONSHIP WHICH ACCOUNTS FOR DIFFERENCE AND SAMENESS, AND IDENTIFY THE RIGHT STYLE FOR EACH TEAM MEMBER, AT THE RIGHT TIME.



# COACHING

---



# FEEDBACK

---

**THE KEY TO LEARNING IS FEEDBACK.**  
IT IS NEARLY IMPOSSIBLE TO LEARN ANYTHING WITHOUT IT.

STEVEN LEWITT





# FEEDBACK

---

THE KEY TO LEARNING IS  
FEEDBACK. **IT IS NEARLY  
IMPOSSIBLE TO LEARN  
ANYTHING WITHOUT IT.**

Once we have found the best approach to lead our teams, we may find that we need to provide feedback to them both great and not so great and exactly like choosing the perfect leadership approach, it is also important that we choose the best feedback

As a brand we continuously ask our customers for feedback to improve their experience. And as leaders, we believe feedback is vital to develop both our service and our teams. Both positive feedback to team members who currently deliver the brand customer expectations and experience and also motivational developmental feedback and support to team members who are currently not delivering the brand customer experience expectations.

There is no such thing as bad feedback – all well-delivered feedback is helpful. Giving feedback is a skill. And like all skills, it takes practice to get it right.







WELL FIRSTLY WHAT IS FEEDBACK... THE DICTIONARY DEFINITION OF FEEDBACK IS

***“Information about a person’s performance of a task, etc. which is used as a basis for improvement.”***

## FEEDBACK **IS**

---

HONEST, FAIR & BALANCED

FOCUSED & SPECIFIC

TIMELY

REGULAR & FOLLOWED UP

DELIVERED DISCREETLY

## FEEDBACK **IS NOT**

---

PERSONAL

CRITICISM

SAVED FOR REVIEWS

ONE – SIDED

PUBLIC





# FEEDBACK IS...

## **HONEST, FAIR AND BALANCED**

Check your motives. Before giving feedback, remind yourself why you are doing it. The purpose of giving feedback is to improve the situation or the person's performance. You won't accomplish that by being harsh, critical or offensive. You'll likely get much more from people when your approach is positive and focused on improvement. That's not to say feedback always has to be good, but it should be fair and balanced. Remember if you are feedback on a particular customer interaction....did you see the whole process? If not, only comment or feedback on what you actually saw or heard.

## **FOCUSED & SPECIFIC**

Discuss with the colleague exactly what you saw and heard, exactly what was incredible or what they might need to improve.

If a sale was amazing...what about it was amazing?

What was not so great?

Stick to behaviors they can actually change or influence.

Make sure you both know what needs to be maintained or what needs to be done to improve the situation.

## **TIMELY**

The closer to the event you address the issue, the better. Feedback isn't about surprising someone, so the sooner you do it, the more the person will be expecting it. Think of it this way: it's much easier to provide feedback about a single task or interaction that was amazing or that hasn't been done properly than it is to do so about a whole day , week or month of tasks or customer service.

## **REGULAR & FOLLOWED UP**

There is no point delivering feedback just once and expecting it to have the desired effect on behavior or standard. Feedback is a process that requires constant attention. The whole purpose of feedback is to improve performance so understanding where you started , where you are going and how it's progressing. Without checking in, neither party will know.

## **DELIVERED DISCREETLY**

All individual feedback should be delivered to the person directly. This does not have to be in the store office but somewhere appropriate to the context of the feedback.





# FEEDBACK IS NOT....

## **PERSONAL**

All feedback should be based on a specific work related task or behavior. This is never about your personal opinions about a team member. Feedback is always individual – don't compare one employee to another. Always look at individual growth and progression

## **CRITICISM**

Criticism focuses on what we don't want – feedback focuses on what we do want.

CRITICISM IS FOCUSED ON THE PAST – FEEDBACK IS FOCUSED ON THE FUTURE.

Good feedback focuses on what we do want: the behaviors, the characteristics and emotions, the choices, the teams that we most want as part of our workplace. It may be given out of a concern about a problem that has already happened, but it is framed in a way that focuses on the future.

Criticism is focused on weaknesses – feedback builds up strengths

Criticism deflates – feedback inspires

Criticism says “you are the problem” feedback says “WE can make this better together”

## **SAVED FOR REVIEWS**

No-one wants to wait all week, month or even year to learn about what they are doing well or could have been doing better.

## **ONE-SIDED**

It is also important to listen to the person you are delivering feedback to. This is not about just what YOU think or have to say.

## **PUBLIC**

Individual feedback either constructive or positive should not be delivered over the store radio or via a third party. This can cause confusion, disruption and conflict.

No-one wants their colleagues to hear if they have made a mistake.

Some colleagues don't like to be the center of attention, even if what they have done was incredible.

Some colleagues may feel overlooked and disengaged if you praise one person in front of everyone.





# FEEDBACK ASK VERSUS TELL



ASK  
VERSUS  
TELL

## ASK

Just like a hand rail, ASK coaches are there for support if required.

## TELL

feedback – just like a traffic light, the tell coach keeps in total control - telling us when to stop, continue or start doing something.



FEED  
BACK





# FEEDBACK ASK VERSUS TELL

---

## ASK

**Helps the person to understand the pros and cons of a given task or work-related issue so he/she is better prepared to set his/her own goals and ways of working. Then stands back.**

- Suits experienced and committed team members
- High level of trust and empowerment
- Exploring with the person how he/she thinks service improvement could be made
- Insightful questions to explore options and opportunities
- Time spent observing rather than monitoring
- Past experience shared to support learning

## TELL

**Prefers to give clear instruction and direction, including all the steps to be followed from beginning to end of a given task.**

- Well suited for new starters or for new procedure/task
- Gets things done fast
- Focused on the need for the person to quickly grasp the task at hand, with not a lot of emotion involved
- High level of control from coach
- Expected performance standards are clearly outlined and steps explained in detail
- Fast corrections if the person is doing things that could harm the business





# COMPETENCY STAIRCASE

---

THE COMPETENCY STAIRCASE IS A **LEARNING MODEL** THAT DESCRIBES **THE 4 MAIN LEVELS OF PERSONAL LEARNING** AND MASTERING ANY SKILL AND THE PSYCHOLOGICAL STAGES INVOLVED IN THE PROCESS OF PROGRESSING FROM INCOMPETENCE TO COMPETENCE.







## **ENTHUSIASTIC BEGINNER STEP 1**

### **UNCONSCIOUSLY INCOMPETENT**

TYPE OF FEEDBACK?  
You don't know how to do something but don't know that you don't know. To reach the next step you need to be TOLD what it is that you don't know. doing something.

## **DISILLUSIONED LEARNER STEP 2**

### **CONSCIOUSLY INCOMPETENT**

TYPE OF FEEDBACK?  
You know what you want to do and start to appreciate the gap in your competence. To reach the next step you need to be TOLD how.

## **CAPABLE BUT CAUTIOUS STEP 3**

### **CONSCIOUSLY COMPETENT**

TYPE OF FEEDBACK?  
You can do what you set out to do but you have to give it a lot of attention. Through repeated practice and with encouragement you can reach the next step.

## **SELF RELIANT ACHIEVER STEP 4**

### **UNCONSCIOUSLY COMPETENT**

TYPE OF FEEDBACK?  
You can perform a skill easily without giving it a great deal of conscious attention and support others. You need engagement and empowerment.

**WHEN INDIVIDUALS DEVELOP A NEW SKILL OR BEHAVIORS  
THEIR LEARNING USUALLY FOLLOW STAGES OR STEPS.**

AS WE LEARN WE GO THROUGH VARIOUS STAGES OF COMPETENCY, THIS CAN SOMETIMES BE UNCOMFORTABLE – ONE OF YOUR ROLES AS EXPEDITION LEAD IS TO HELP YOUR TEAM THROUGH THE STEPS, CHOOSING THE BEST TYPE OF FEEDBACK DELIVERY...





## **TELL** **ENTHUSIASTIC BEGINNER**

### **FROM STEP 1 TO STEP 2...**

Make sure your team is clear upon the standards expected and give them clear instructions on how to reach the next level. Explain that the world is changing fast, and they will need to continually upgrade their skills.

## **TELL** **DISILLUSIONED LEARNER**

### **FROM STEP 2 TO STEP 3...**

Be patient. Praise when the team member tries new skills. Understand that behavior does not change over night. Encourage the team member to keep going. Offer suggestions and ideas to improve performance.

## **ASK** **CAPABLE BUT CAUTIOUS**

### **FROM STEP 3 TO STEP 4...**

Over time your team member will become a 'Natural'. This is not a time to sit back... Help them use this skill with all types of customers and share their knowledge with less experienced team members.

## **ASK** **SELF RELIANT ACHIEVER**

### **EXAMPLES OF REWRITING TELL TO ASK FEEDBACK:**

You completed the sale well by doing..  
What did you do well in completing the sale?  
I would suggest for next time you do...  
What will you do differently next time?

# **NEW BEGINNER JOURNEY “FEEDBACK”**



# ENERGY

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# CONFIDENCE

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JUST BE CONFIDENT!

EASIER SAID THAN DONE

You will struggle to effectively action this coaching or control without energy and confidence.

Lots of this will come from having the knowledge to back yourself from the Dare To Explore Handbook, The North Face Ambassador, product knowledge and knowledge of your team .

Confidence is a really small word for something very big and it's really easy to say..." Just be confident" but what does that look like???



# DUCHENNE SMILE

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# DUCHENNE SMILE

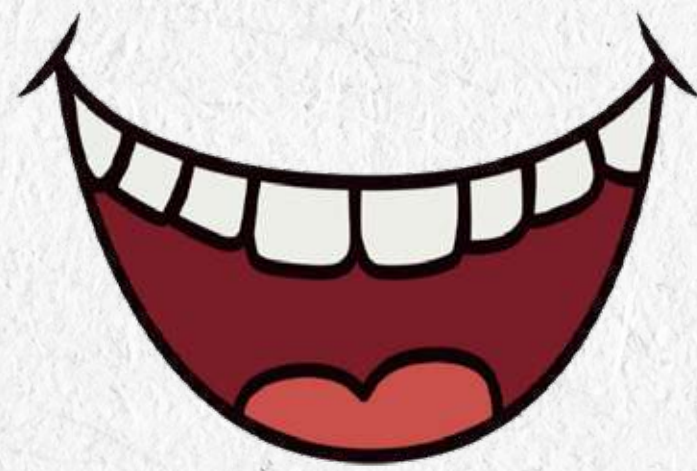
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THE FIRST ONE IS A LITTLE CHEESY...  
**SMILE!**

And I don't just mean a little flicker at the side of your mouth...  
I mean a full on, crease your eyes, show your teeth smile.

**THIS IS CALLED A DUCHENNE SMILE.**



## WHY DO DUCHENNE SMILES MATTER!

THEY CAN ELEVATE YOUR MOOD

Smiling has been shown to change how you actually feel. Studies show that information from the muscles in your face can influence your emotional state. MRI scans also show that engaging the muscles you use to smile stimulates parts of your brain that control emotional responses.

But what about the Duchenne smile? Does it really have particular power over emotion?

A 2019 study seems to indicate that it does. Researchers measured the impact of Duchenne smiling among young people who felt ostracized socially, and they concluded that the participants could “spontaneously regulate their emotional experience” during these difficult social encounters.





## **THEY CAN HELP US CONNECT**

Neurobiologist Peggy Mason explored the effect of smiles, finding that they can be contagious.

They're one of many facial expressions that, when shared, create a kind of "social cohesion" that enables us to feel empathy and help one another to survive.

## **THEY SHAPE HOW OTHERS SEE YOU**

Numerous studies have shown that smiling with your eyes as well as your mouth can help you be perceived as trustworthy and sincere, which could be helpful in any number of fields.

Studies also show that a Duchenne smile is quite persuasive and are associated with positive customer service experiences

## **AND MOST IMPORTANTLY FOR OUR CONFIDENCE.... THEY CAN ACTUALLY CHANGE YOUR BODY'S STRESS RESPONSE**

A 2012 group of researchers gave study participants two sets of stressful tasks, instructing some groups to maintain smiles throughout the experiment's stressful phases.

They even gave the smile groups chopsticks to hold in their teeth to simulate smile-like muscle responses.

They found that heart rates among the smiling group stayed the lowest during stress recovery, with the calmest hearts being participants who had Duchenne smiles.

The study's authors concluded that, "there are both physiological and psychological benefits from maintaining positive facial expressions during stress."



# CONFIDENT SPEECH

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# CONFIDENT SPEECH

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Giving feedback or delivering training can sometimes be a daunting prospect and a smile on our face just might not be enough.

We all need to speak to convey our ideas, feedback, concerns or needs.

Sometimes we all know what we should say, or what we want to say but it just doesn't come out like it should.





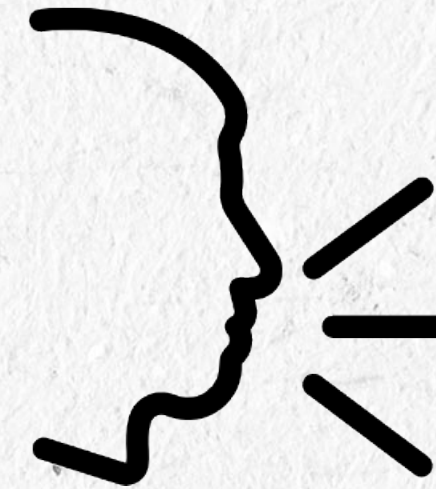
## KNOW YOUR MATERIAL

Prepare yourself! Use the Dare to Explore Handbook to understand the customer types, product and customer experience expectations so you can give feedback or suggestions confidently.



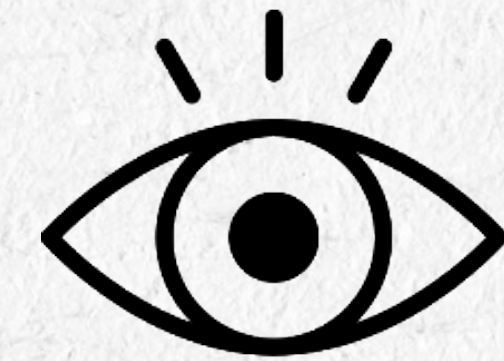
## ACCEPT NERVOUSNESS

It's normal to feel nervous or anxious in this situations, but try to embrace the feeling and channel it into enthusiasm or energy.



## SPEAK CLEARLY

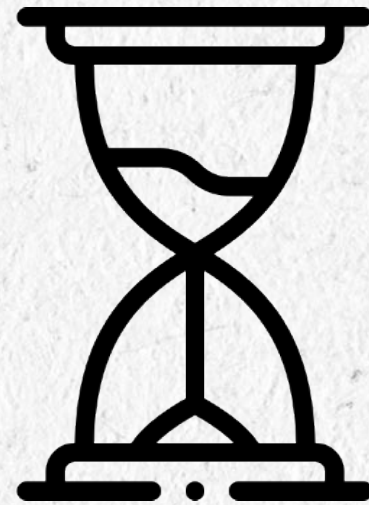
Try to communicate with a clear & steady voice, avoiding mumbling or speaking too softly. Speaking assertively does not mean shouting. Try and avoid filler words like “erm” and “uh”.



## FOCUS ON YOUR AUDIENCE

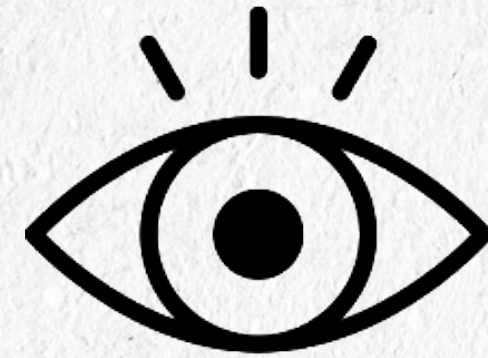
Try to connect with the person you are speaking to by making them feel included and valued. Pay attention to their reactions and adjust yourself and your speech accordingly.





## **SLOW DOWN AND BREATHE**

Speak at a moderate pace and take deep breaths to maintain a steady & calm delivery.



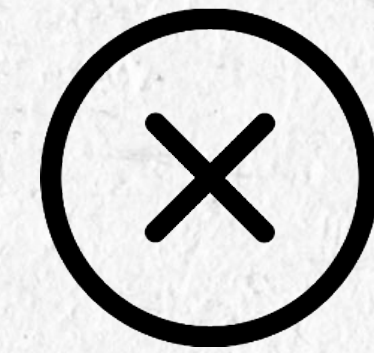
## **MAINTAIN EYE CONTACT**

Sustain appropriate and steady eye contact to show your assertiveness and attentiveness.



## **EMPHASISE KEY POINTS**

Highlight the important points and main takeaways of your feedback or training and know when to stop talking to avoid complication or confusion.



## **EMBRACE MISTAKES & PRACTICE**

Understand that everyone makes errors and use them as learning opportunities to practice and develop.



# ACTIVE LISTENING

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# ACTIVE LISTENING

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IT'S ALL ABOUT THE BODY PARTS ....  
NEXT IT'S EARS.

Most of us HEAR well but do we always actually listen.

If we want to deliver effective feedback that powers forward momentum, gains respect and embodies confidence, we need to have really observed AND listened to what our teams are delivering,

Active listening is a communication technique where the listener fully concentrates, understands, responds and remembers the information being shared.

It involves more than just hearing the words; it's about being fully present and engaged in the conversation.

Active listening fosters better communication and strengthens relationships, as it shows respect, empathy and genuine interest in what others have to say.





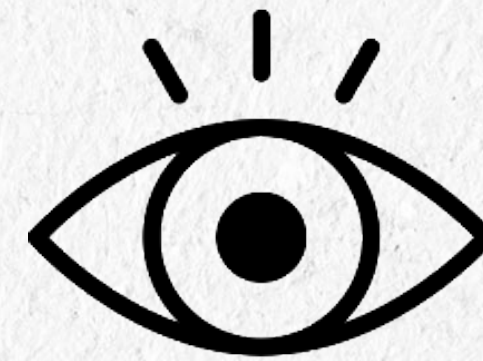
## PAY ATTENTION

Give the speaker your undivided attention, focus on their words and avoid distractions.



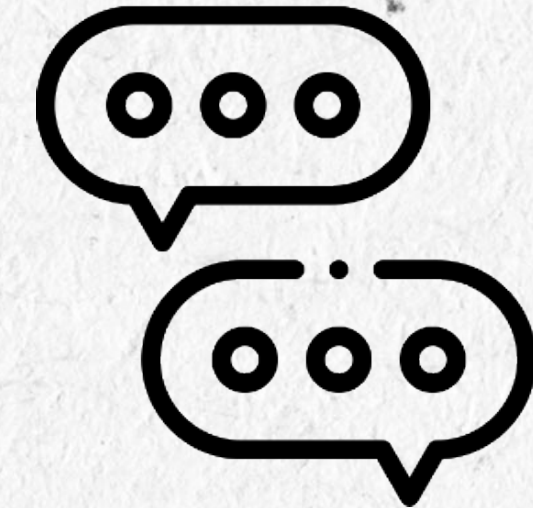
## AVOID INTERRUPTING

Let the speaker finish their thoughts before responding as interrupting can be seen as disruptive, disrespectful and make the speaker feel unheard.



## SHOW INTEREST & MAINTAIN EYE CONTACT

Sustain appropriate eye contact to demonstrate your attentiveness and interest. Use verbal & non-verbal cues like nodding to show you are engaged.



## PARAPHRASE, SUMMARISE & ASK QUESTIONS

If something is unclear, find out more. Repeat or rephrase what you have heard to show you have listened and understood.



# POWER POSING

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# POWER POSING

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**AND IT'S NOT JUST OUR FACES...**

**THINK ABOUT THE MOST  
CONFIDENT PEOPLE  
YOU KNOW...**

**WHAT IS IT THAT YOU SEE ?**

Social psychologist Amy Cuddy has done extensive work on how body language affects how others see us, but it may also change how we see ourselves.

She argues that “power posing” — standing in a posture of confidence, even when we don’t feel confident — can boost feelings of confidence, and might have an impact on our chances for success.

HOW YOU STAND, USE YOUR HANDS AND HOLD YOUR FACE CAN HAVE A BIG  
AFFECT ON HOW PEOPLE PERCEIVE YOU...  
AND HOW YOU PERCEIVE YOURSELF...





What to avoid.....



## RELAXED

**RELAXED** but can look like they aren't interested, have little to no control or respect and would not be great support if needed.

To customers and some colleagues this can look as aren't interested, have little to no control or respect and would not be great support if needed.

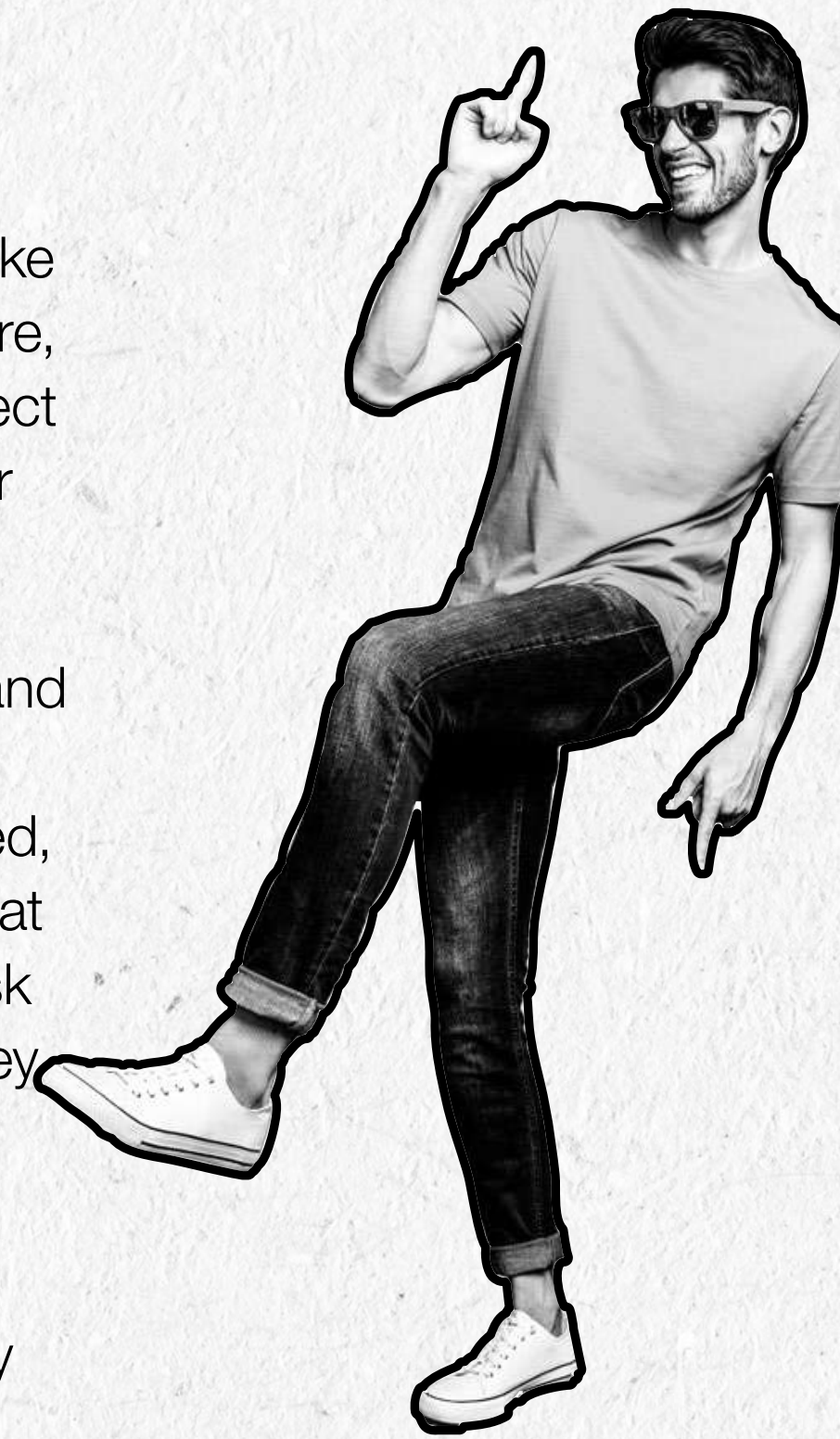


## SERIOUS

**ANGRY** or **CLOSED OFF**, look like they don't want to be there, have little control or respect and no one asks them for support even if needed.

But to some customers and colleagues this can look like you are angry or bored, like you don't want to be at work, no one wants to ask you anything because they are scared of you.

An already upset or frustrated customer may become even more angry or frustrated before they even speak to you.

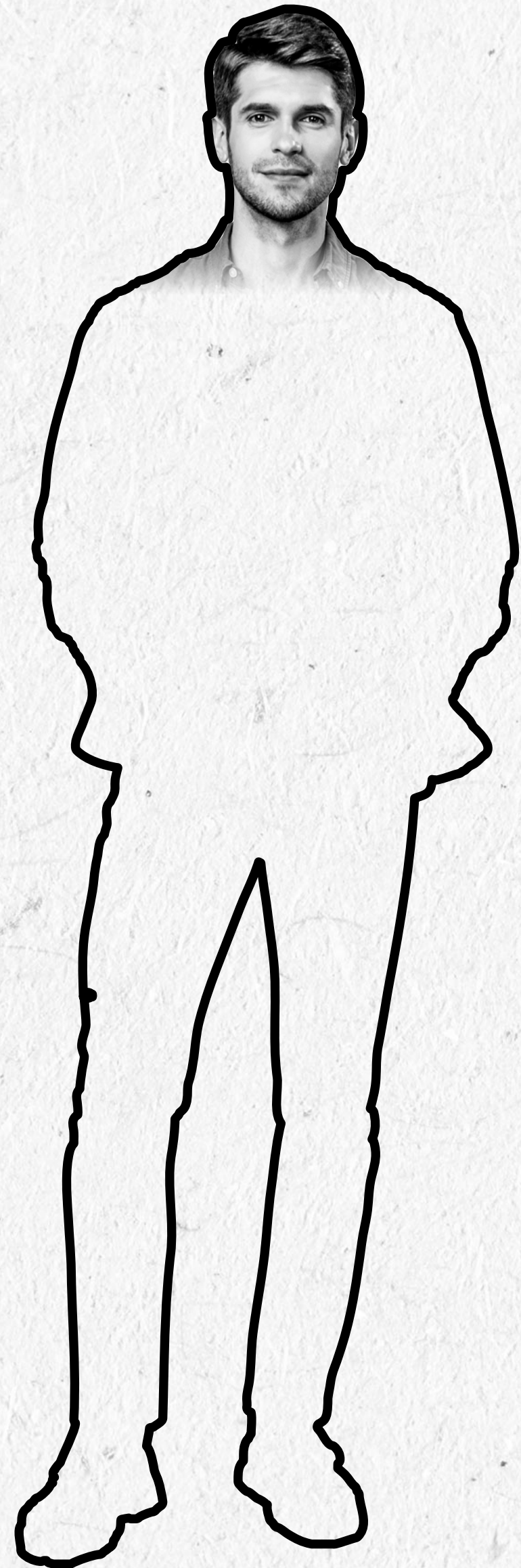


## READY FOR ANYTHING!

**EAGER** but naive, not always taken seriously, may lack the knowledge to have much control or respect and not sure what to do to support.

but this can look as though you aren't taking it seriously, you may come across as naïve and immature.





## So what should we do....

Your **FACIAL** expression is Relaxed, open, firm and pleasant. Your eye contact is gentle, direct with a relaxed gaze. You aim to be at same eye level whenever possible.

Your **VOICE** is Low pitched, relaxed, firm, medium volume and gentle.

Your **SPEECH PATTERN** is Honest, open and to the point, saying no when you want to, giving praise and criticism, sharing and taking responsibility for own feelings.

Giving and accepting valid praise and constructive criticism, rejecting inappropriate feedback.

Stating what you want clearly, gently and firmly; acknowledging your own right (and that of others) to state what you want, standing up for yourself and those dependent on you.





So what should we do....

Your **UPPER BODY POSTURE** is Relaxed, upright, well balanced, facing the other person directly at a distance acceptable to the other's cultural background.

Your gestures are balanced, open, relaxed, gestures to emphasise points.

Avoid fidgety hands and playing with "props"

Avoid folded arms, hands in pockets or behind your back





So what should we do....

Your **LOWER BODY POSTURE** is also relaxed, upright, well balanced, facing the other person directly at a distance acceptable to the other's cultural background.

Your feet are grounded and spaced apart for balance.

Avoid too much movement of the legs and feet.



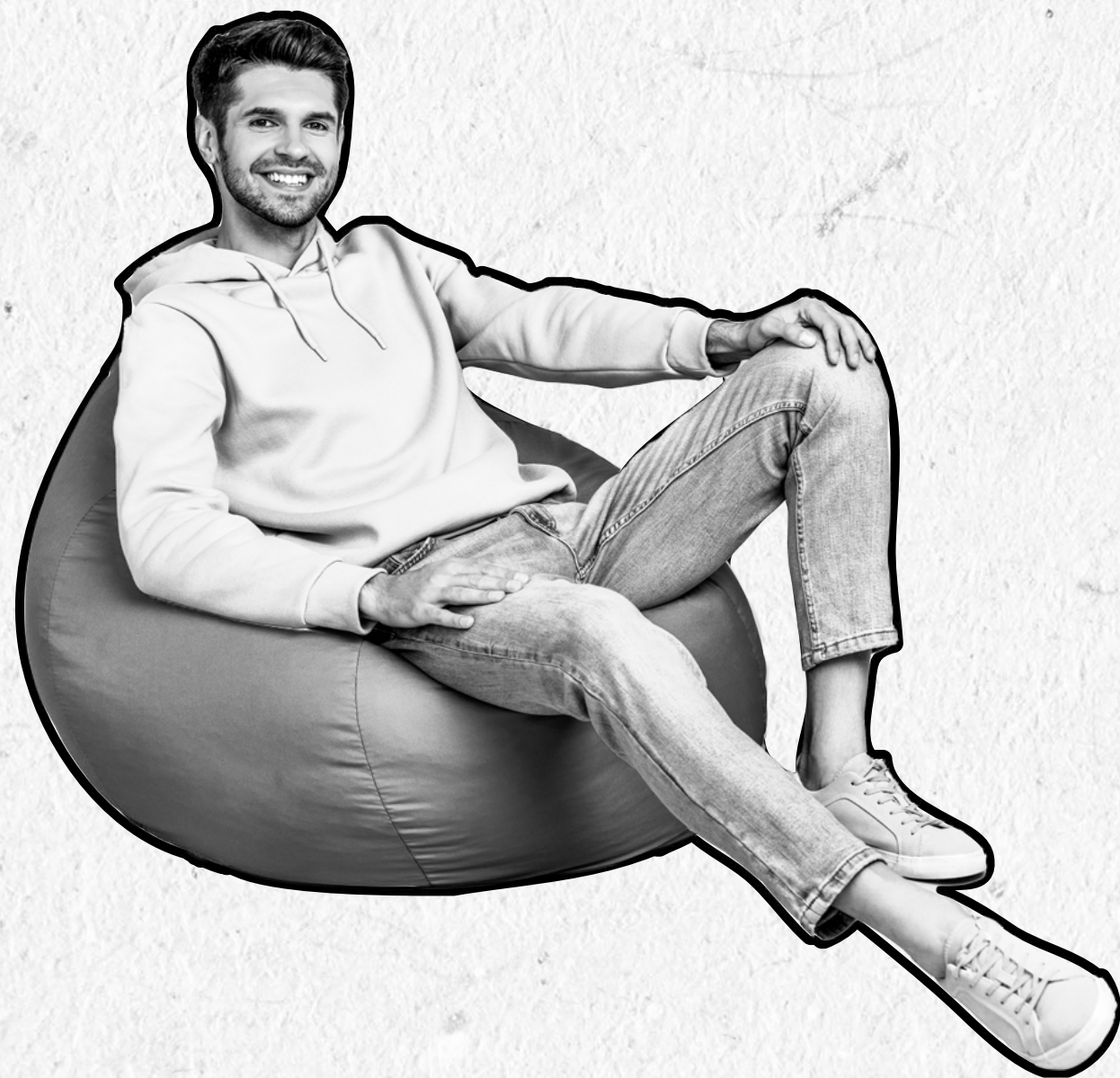


ENERGY

POWER POSING

THE  
NORTH  
FACE

Before you step on the floor,  
avoid making yourself small.  
Stand up, raise your head,  
open up your chest and lungs....



Look in the mirror and raise  
your arms above your head,  
get the blood pumping...  
ready to face anything  
**WITH CONFIDENCE!**



# WATCH THE TED TALK HERE.....

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“Amy Cuddy is a celebrated social psychologist, Harvard professor and body language expert. She believes nonverbal communication impacts the way we see and judge each other and impacts things like who we hire or promote.

Her research on body language reveals that we can change other people’s perceptions — and perhaps even our own body chemistry — simply by changing body positions.”





THE  
NORTH  
FACE

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THANK YOU